

TfL Curriculum

Throughout the year, through TfL lessons, the SPARK tutor programme, and additional events and encounters, students will continue to develop their knowledge, awareness and understanding of issues around positive relationships, sex education and keeping healthy; Citizenship; and British Values.

Healthy, Positive Relationships	
Years 7, 8 and 9	Years 10 and 11 (some content also taught in Year 9)
Students will have the opportunity to learn	
- to develop a healthy relationship with themselves; ways to develop self-worth, self-respect, personal interests and independence; to clarify personal values in relation to friendships and intimate relationships - about different types of relationships, including friendships, family, peer, romantic and intimate relationships, and the features of positive, healthy relationships, e.g. care, equality, honesty, respect and trust; how to recognise when they are being treated with respect by others - that sexual attraction and sexuality are diverse - the importance of loving family relationships for bringing up children and roles and responsibilities within families - qualities and behaviours they should expect in family relationships, and what to do if family life makes them feel unsafe - that ethical behaviours in relationships include care, attention and respect for the other person; about behaviours online and offline, that build or undermine trust; the effect of power imbalances on relationship behaviours - how their behaviour affects others, and the role of kindness and respect in supporting inclusive communities; how to behave kindly and respectfully in all contexts, including in public spaces and in interactions with people they don't know	- that characteristics such as self-worth, independence and having a positive relationship with oneself support personal wellbeing; building and maintaining healthy, equal relationships with others - the characteristics and benefits of healthy, positive relationships of all kinds, and the impact of ethical principles and values on relationships; how to assert and respect personal values and boundaries in relationships, including online - about diversity in romantic and sexual attraction; when, where and how someone might access support and advice - strategies to manage the strong emotions associated with the different stages of relationships; to develop skills to effectively communicate with others in relationships of all kinds - to safely and responsibly manage changes in personal relationships, including conflict, reconciliation and the ending of relationships - how to judge the trustworthiness of adults and when a family relationship is unsafe, and to confidently access appropriate sources of support - strategies to access reliable, accurate and appropriate services, advice and support with relationships, and how to help others access these when needed - reasons people have for making different choices about long-term relationships and parenting - about the nature, legal status, rights and protections of different types of committed relationships, such as marriage, arranged marriage, cohabitation and civil partnerships
RESPECT	KINDNESS
RESILIENCE	ASPIRATION
LEADERSHIP	

- how to form, maintain, manage and end relationships safely and responsibly, including online; how to manage emotions when relationships end or change
- the skills of active listening, clear communication, negotiation, compromise, and how to reconcile after disagreements, including within families
- the services available to support healthy relationships and manage unhealthy relationships, and how to access them

- that marriage and civil partnerships are legal, social and emotional commitments, entered into freely after the age of 18 and never through force or coercion
- that forced marriage is illegal, and how to access help if they or someone they know is at risk of forced marriage
- about the qualities, responsibilities, joys and challenges of parenthood, and factors that support development in the early years of a child's life
- about shifting family dynamics and how to manage their increasing independence in relation to others in their family

RESPECT

KINDNESS

RESILIENCE

ASPIRATION

LEADERSHIP

Boundaries and Consent

Years 7, 8 and 9

Years 10 and 11 (some content also taught in Year 9)

Students will have the opportunity to learn

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| <ul style="list-style-type: none">• the skills to communicate and recognise consent, including in early romantic or sexual relationships; how to seek, give, not give and withdraw consent (in all contexts, including online)• that consent is freely given and that being pressurised, manipulated or coerced to agree is not giving consent, and how to seek help in such circumstances• that ethical behaviour involves more than simply gaining consent, and requires kindness, respect, care and attention to the needs of the other person• about influences on peoples' decision to engage in sexual activity e.g. values, faith, law; that everyone has the choice to delay sex, or to enjoy intimacy without sex• how to recognise and respond to pressure to engage in sexual activity, and the importance of not pressuring others• that the seeker of consent in any circumstances is legally and morally responsible for ensuring that consent has been given, and that if consent is not given or is withdrawn, that decision should always be respected; the legal age of sexual consent | <ul style="list-style-type: none">• to identify and clarify personal values and how these influence decisions and behaviours in sexual relationships; the skills to assess their readiness for sex as an individual and within a couple; that many young people wait to have sex until they are older• to understand a variety of faith and cultural practices and beliefs concerning sexual activity and respect the role these might play in relationships• the role that communication and respect play in healthy relationships and consent, and how to recognise enthusiastic, authentic consent• about sexual pressure; internal and external expectations about sexual behaviours and how to manage these• that ethical behaviour within a relationship involves equal concern for each other's needs, consideration of power dynamics or vulnerabilities, and an awareness of the impact these can have on consent |
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RESPECT

KINDNESS

RESILIENCE

ASPIRATION

LEADERSHIP

Harmful Relationship Behaviours

Years 7, 8 and 9

Years 10 and 11 (some content also taught in Year 9)

Students will have the opportunity to learn

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| <ul style="list-style-type: none"> • ways to assess trustworthiness; to recognise that people can sometimes appear trustworthy when they are not; to listen to instincts or the concerns of others to help decide if something about a person or situation does not feel right or feels unsafe • the characteristics of exploitative behaviours, including grooming and sexual exploitation; to recognise warning signs that someone might need help and support; strategies to respond and get help • to distinguish between crushes, romantic gestures and obsessive fixation on others • to recognise the signs of relationship abuse, including in the home; that abuse can take different forms; strategies to seek help and support • what is meant by, and how to recognise, harmful sexual behaviour, sexual assault, harassment and violence; that these are always unacceptable and never the fault of the person experiencing them • the laws relating to harmful sexual behaviour, sexual harassment and sexual violence, and examples of such behaviours, including unwanted sexual language, attention or contact, sharing intimate images without consent, upskirting, and other inappropriate sexual behaviour • the characteristics of harmful behaviours online, including on social media, such as bullying, abuse and harassment; to recognise warning signs and how to report abusive behaviours or access support for themselves or others • what to do if worried about their own behaviour; appropriate sources of support and how, when and why to access it • the facts, laws, risks and harms associated with female genital mutilation (FGM); strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM | <ul style="list-style-type: none"> • to recognise any manipulation, persuasion, pressure or coercion in others' (or their own) behaviour, including in sexual contexts, and how to respond • about the impact of victim-blaming, and ways to challenge victim-blaming attitudes • what constitutes sexual harassment (including non-contact sexual offences), violence and assault, (including rape), the law relating to these and the impact of misconceptions about them • the legal protections and processes involved in reporting sexual harassment, violence, assault or rape, what happens when and after a report is made; where and how to access medical support if needed, even if a report is not being made • to recognise when attention or behaviours are unwanted, fixated or obsessive; the legal implications of these behaviours; ways to manage obsessions and access help for own behaviour; how to report or seek help if experiencing unwanted attention and related behaviours • to recognise coercive and controlling behaviours online, including harassment and stalking; to manage the risks of technology being used to facilitate harassment and stalking; how to seek appropriate support and report concerns • the law relating to violent or threatening behaviour, coercive control, emotional, sexual, economic or physical abuse in relationships (including domestic abuse); the importance of getting help and how to overcome challenges in doing so; how to access appropriate sources of advice and support • the illegality, unacceptability and harms of so-called 'honour'-based abuse; the legal protections and reporting processes in place to support people at risk of forced marriage, FGM, virginity testing and hymenoplasty, and how to access help safely, report concerns, and protect themselves or others |
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RESPECT

KINDNESS

RESILIENCE

ASPIRATION

LEADERSHIP

RESPECT

KINDNESS

RESILIENCE

ASPIRATION

LEADERSHIP

Puberty and Adolescence	Reproductive Health and Fertility
Years 7, 8 and 9	Years 10 and 11 (some content also taught in Year 9)
Students will have the opportunity to learn	
- about the maturing female and male adolescent body and strategies to manage the emotional and physical changes (e.g. periods, wet dreams, body hair, voice, body shape and skin changes) that are a typical part of growing up - about the adolescent brain; the relationship between brain development and hormonal changes as people mature - how to manage menstrual wellbeing, choose and access appropriate menstrual products; who to talk to if concerned or for advice about menstrual health - how and why to carry out regular self-examination e.g. breast and testicular self-examination	- that the menstrual cycle, including periods, varies over time and between individuals; how to recognise regular and irregular patterns, menstrual health concerns or symptoms, including premenstrual syndrome (PMS), heavy bleeding, polycystic ovary syndrome (PCOS), endometriosis; how to advocate for themselves with healthcare professionals - about male and female fertility, how it changes over the life course, and can be affected by STIs and other lifestyle factors, and the options available to people who can't conceive - the options available in the event of an unintended pregnancy (abortion, adoption, raising the baby); how to access impartial, medically and legally accurate information and support, and sources of emotional support - about healthy behaviours before and during pregnancy and how lifestyle choices can affect a developing foetus - about miscarriage and pregnancy loss and the support available - about reproductive and gynaecological health, including menopause and the importance of pelvic floor health - where, how and why to access reproductive health advice and treatment

RESPECT

KINDNESS

RESILIENCE

ASPIRATION

LEADERSHIP

Sex Education

Years 7, 8 and 9

Years 10 and 11 (some content also taught in Year 9)

Students will have the opportunity to learn

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| <ul style="list-style-type: none"> • to gauge readiness for sexual intimacy and that sexual, intimate relationships should be pleasurable and positive • how choices about sex can impact physical health, relationships and mental wellbeing • the law relating to sexual consent • about the purpose and efficacy of different contraceptives; how and where to access contraception and medically accurate advice • the communication skills to effectively discuss contraceptive use (including condoms) with a partner • the risks related to unprotected sex, including sexually transmitted infections (STIs) and unintended pregnancy • about STIs, how they are spread and how they can be prevented and treated; the importance of regular testing for sexually active people • how to access confidential advice and treatment regarding sexual health | <ul style="list-style-type: none"> • about different types of intimacy; the importance of mutual pleasure in intimate, sexual relationships • how to communicate sexual consent; their right to give, not give or withdraw consent at any point; the effects of alcohol and drug use on someone's capacity to consent • the potential social, emotional and physical consequences (including on sexual and reproductive health) of choices people make about sex; that some sexual behaviours can be harmful; how to seek support if concerned about a sexual relationship • about STIs and their prevalence; the symptoms, long- and short-term impacts, transmission, and treatment of STIs; the importance of regular testing • how the risk of STI transmission can be reduced; about the availability of PrEP and PEP to prevent HIV infection, and where, when and how to access them • how to respond if someone has, or may have, an STI; about the effects of stigma and how to overcome barriers, such as embarrassment and misconceptions, to accessing sexual health services • where to find medically accurate information about contraception; how to choose and access appropriate contraception, including emergency contraception • the skills to discuss contraception use with a partner, and when necessary, assert their right to insist on its use • to be a critical consumer of sexual health information; how to identify and counter misinformation and disinformation in relation to sexual health advice and treatment |
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RESPECT

KINDNESS

RESILIENCE

ASPIRATION

LEADERSHIP

Inclusion, Bullying and Discrimination

Years 7, 8 and 9

Years 10 and 11 (some content also taught in Year 9)

Students will have the opportunity to learn

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| <ul style="list-style-type: none"> that people have different values and perspectives, and how to manage differences constructively and respectfully that on any issue there will be a range of viewpoints; that people may say things on social media in more extreme or exaggerated ways than they would offline, and the impact this can have on themselves and others; how and why conflicts can escalate when communicating on social media the legal rights and responsibilities everyone has as a unique and equal member of an inclusive, diverse community; the laws that protect people with protected characteristics from discrimination the impact of stereotypes, prejudice and discrimination on individuals and relationships, including online; that prejudice-based language and behaviour, including sexism, homophobia, biphobia, transphobia, racism, ageism, ableism and faith-based prejudice, are unacceptable and cause harm to individuals and communities; how to challenge discrimination safely to recognise bullying, and its impact, in all its forms; the skills and strategies to respond to experiencing, or witnessing others, being bullied | <ul style="list-style-type: none"> about everyone's right to be treated with respect, and how the Equality Act applies in different contexts, including schools, workplaces, public spaces and online that a tolerant community requires building mutual respect and understanding for others' beliefs, perspectives and cultures how online content, including the more extreme expression of views and curated, fake and idealised profiles, can present a distorted picture of people and the world; the influence of extreme views on people's attitudes, beliefs and behaviours, and the shared responsibility to challenge extreme viewpoints that incite violence or hate how people can be drawn into extremist narratives or communities offline or online; the personal consequences of extremism and intolerance in all their forms, and ways to get help for themselves or others how false or harmful narratives promoted by some online communities or influencers can distort understanding and cause harm to recognise misogynistic attitudes and behaviours and how they have a detrimental effect on everyone (female and male)'s wellbeing, relationships and sexual ethics how harmful narratives can spread online, including misogynistic or violent ideas; how to report disturbing or inappropriate content and where to seek advice and support related to online content that normalises or glamorises unhealthy or illegal behaviours safe and appropriate ways to challenge misogynistic ideas, how to support those affected, and how to limit the spread of misogynistic beliefs and attitudes how inequalities of power can impact behaviour within relationships, including sexual relationships; strategies to redress power imbalances and the importance of doing so for healthy relationships to recognise and challenge bullying, harassment or abusive behaviour in a range of contexts, including online; the moral and legal responsibilities and protections everyone has in relation to bullying and harassment; how to report and seek support for self or others strategies to avoid or deescalate conflict and challenge bullying behaviour online, including on social media, and how to report when needed |
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RESPECT

KINDNESS

RESILIENCE

ASPIRATION

LEADERSHIP

Online Life	
Years 7, 8 and 9	Years 10 and 11 (some content also taught in Year 9)
Students will have the opportunity to learn	
• about rights, responsibilities and opportunities online, including on social media; how to establish personal values and clear boundaries around aspects of life that they want to share and keep private • how to safely and responsibly form, maintain and manage positive, respectful and safe relationships online • that features of the internet can amplify risks and opportunities, e.g. the speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity; strategies to identify and reduce risk from people online that they do not already know, including managing personal information, privacy and location settings • the role social media plays in connecting people, sharing experiences and finding community • that what people share online about their life does not always reflect their reality; that media and social media can reinforce unrealistic expectations around physical appearance and relationships; the impact of comparing oneself to others online • how to approach online and social media content critically, including identifying bias, mis- and disinformation, and assessing the likelihood that content is untrue, manipulated or created by AI; the importance of seeking a variety of perspectives on issues and strategies for fact-checking online information • how information and data is generated, collected, shared and used online, including for commercial purposes; choices people can make about how their data is kept private or used • that they will encounter information and advertising online that is manipulated, exaggerated or targeted towards them using their data; ways to limit targeted content and manage their responses to it • how persuasive design features affect the time people spend online; strategies for managing the effects of persuasive design features, and how to recognise when and why they need to come offline • how to recognise online scams to extort money or information in different contexts; the impact of online scams on individuals and society; ways to protect personal information and finances online	• how to critically assess and manage their online habits and when online activity can have both positive and negative impacts on their own and others' wellbeing • how media and social media can portray idealised and artificial versions of life; how this can influence how people think about and express themselves, their life satisfaction, relationship expectations, personal aspirations, body satisfaction and body modification • strategies to critically assess bias, reliability and accuracy in online content, including how to analyse and fact check content produced by generative • about different forms of personalisation online, including targeted advertising, use of big data, and the influence of algorithms on social media feeds; how personalisation may be used to influence opinions, decisions and behaviours; strategies to evaluate and reduce negative impacts of this • how mis- and disinformation are spread online, including conspiracy theories; how to manage emotional responses to these and evaluate content, narratives and interactions online • ways in which AI chatbots are designed to mimic human interaction and companionship; the potential risks and consequences of frequently engaging with AI chatbots; strategies for critically assessing the risks of new types of technology

RESPECT

KINDNESS

RESILIENCE

ASPIRATION

LEADERSHIP

RESPECT

KINDNESS

RESILIENCE

ASPIRATION

LEADERSHIP

Online Harms	
Years 7, 8 and 9	Years 10 and 11 (some content also taught in Year 9)
Students will have the opportunity to learn	
- that some online content (e.g. graphic videos, pornography, some computer games) is inappropriate, disturbing, upsetting or encourages harmful behaviours and attitudes, such as misogyny, discrimination or violence - how to manage settings on platforms and services to avoid distressing content online, and the importance of speaking to someone if this content is seen, intentionally or accidentally - how the portrayal of relationships and sex in the media, including pornography, and some online communities, can influence relationship expectations and attitudes, and normalise harmful behaviours - how generative AI works and is used; the ethical considerations related to generative AI, including regarding people's rights and the environment; about the impact and possible harms of generative AI tools, such as chatbots, on wellbeing, relationships and advice seeking - the laws, protections and consequences related to nude, intimate or sexual image sharing, including AI-generated imagery; how to manage any request or pressure to share an image of themselves or others; the impact of sharing sexual images of others without consent, including legal consequences - about the motivations, consequences and potential harms of creating and sharing deepfakes - when, why and how to report concerns to trusted adults and relevant platforms and organisations, such as Childline, CEOP, NSPCC's Report Remove tool or the police, and how this can help	- the ethical, legal and social implications of sexual image sharing, including AI-generated sexual abuse and deepfake material; the protections and rights young people have in relation to sexual image sharing; ways to reduce harm, how to seek support and report concerns - risks and warning signs of online scams, including sextortion, and the harm they can cause; the importance of seeking help swiftly, how to report and who to tell if scammed or involved in sextortion - to recognise when they have encountered or are engaging with content that is potentially harmful to their physical or mental wellbeing; the risks of engaging with violent or harmful content; how and why to report the content and seek appropriate support - evidence of the harms caused by pornography; how the portrayal of sex in pornography misrepresents sexual intimacy and can influence sexual attitudes, expectations, behaviours, consent and feelings around body acceptance and autonomy, or can create a sense of sexual entitlement over others' bodies - about the negative influence pornography can have on people who see it, accidentally or deliberately; that pornography can promote misogynistic attitudes and behaviours; the law on, and purpose of, age-verification for websites showing pornographic content; how to seek support if affected by pornography or concerned about their own use or behaviour - how pornography can normalise harmful sexual behaviours (that many people do not and will never engage in), including the representation of strangulation; the legal, physical and emotional consequences associated with strangulation and suffocation; that applying force or pressure to someone's neck or covering the mouth and nose is dangerous and can lead to serious injury or death - about thinking errors (e.g. 'gambler's fallacy') and product design features associated with gambling, including in online games; the risks and harms of gambling-related behaviours, including the accumulation of debt; how to access appropriate sources of help

RESPECT

KINDNESS

RESILIENCE

ASPIRATION

LEADERSHIP

RESPECT

KINDNESS

RESILIENCE

ASPIRATION

LEADERSHIP

Mental Health and Wellbeing

Years 7, 8 and 9

Years 10 and 11 (some content also taught in Year 9)

Students will have the opportunity to learn

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| <ul style="list-style-type: none"> • how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary • how language and misconceptions about mental health can affect how someone responds to mental health difficulties; ways to challenge stigma and access appropriate support services and mental health organisations • the benefits of sleep, physical activity, personal interests, hobbies and time outdoors/in nature for wellbeing, happiness and developing a positive relationship with oneself • how friendships, community participation and doing things for others can contribute to belonging, happiness and wellbeing; that most people will feel lonely at times and ways to manage feelings of loneliness • that families can change; how to respond to changes in family relationships including birth, loss, death, separation, divorce and new relationships • about factors that affect wellbeing in adolescence; how to evaluate which activities contribute to their wellbeing; that it is normal to experience a range of emotions at different times, including worrying or feeling down, and that these are not in themselves a sign of a mental health condition • to recognise situations which may increase feelings of anxiety or worry; how to overcome barriers to participating in enjoyable or rewarding activities; that participating in these activities can help reduce anxiety over time • how to manage emotions and promote a sense of individual agency when they may feel powerless or overwhelmed, e.g. in response to the climate crisis or distressing events • how self-regulation strategies and problem solving can help to manage strong, unpleasant or uncomfortable feelings (including worry, anxiety, tension, stress, anger and fear), and to manage distractions, respond to disappointments and setbacks, and promote wellbeing • to recognise warning signs of emotional and mental health difficulties, such as anxiety, depression, or eating disorders; why self-harm and disordered eating are unhealthy coping strategies; why, when and how to seek help for self or others, even when it is challenging to do so | <ul style="list-style-type: none"> • how mental health and wellbeing can change throughout life, including the impact of changes, opportunities and challenges on wellbeing • strategies for building connectedness with others, including making the most of opportunities for community participation and volunteering, and the importance of doing so for happiness and wellbeing • how mental health and wellbeing can be affected positively and negatively by relationships; skills to discuss feelings with others; ways to safely manage feelings of loneliness • how wellbeing can be affected by negative thinking patterns; how to reframe negative thinking and learn from disappointments and setbacks • to evaluate a range of cognitive and practical strategies to promote wellbeing and overcome barriers to living a fulfilling life, including strategies for managing worry, rumination, stress or tension • the nature and prevalence of mental health difficulties that commonly affect young people; facts about, and signs of, more serious mental health conditions; what someone could do if concerned about their own or others' mental health or wellbeing • about potential long-term mental health harms from addictive behaviours such as gambling, alcohol or other substance misuse; how to recognise when they or someone else may need help with addictive behaviours • to recognise when they or others are using unhealthy coping strategies, such as self-harm, disordered eating, alcohol or other substance misuse; the bidirectional relationship between substance use and mental health difficulties; the importance of seeking help, including when it is necessary to break a confidence to ensure someone else's safety or wellbeing • why, when and how to access emotional support that may be needed during life changes and/or difficult experiences; how to critically assess different sources of information, advice and support for mental health and wellbeing, including identifying inappropriate or unreliable sources |
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RESPECT

KINDNESS

RESILIENCE

ASPIRATION

LEADERSHIP

Healthy Lifestyles	
Years 7, 8 and 9	Years 10 and 11 (some content also taught in Year 9)
Students will have the opportunity to learn	
- the characteristics of a healthy lifestyle, what is meant by a healthy weight and that this can vary among individuals; how to establish and maintain healthier habits - the benefits of physical activity and exercise for health and wellbeing - to recognise positive and negative influences on, and barriers to, physical activity; strategies to reduce the impact of barriers and respond to influences - the importance of sleep, managing changing sleep patterns throughout adolescence and strategies to maintain good quality sleep - about nutrition and the role of a balanced diet as part of a healthy lifestyle - how food and drink choices can affect wellbeing and physical health, including tooth decay; what can influence those choices; strategies for making healthier, independent decisions about food and drink	- how physical activity and time outdoors can support mental health and wellbeing, including boosting mood - to make informed choices about physical activity, including the consequences of an inactive lifestyle, such as cardiovascular ill-health - about the impact of sleep on brain function and wellbeing, including the consequences of poor quality or lack of sleep; how to make informed choices regarding sleep, and develop sleep hygiene strategies - how to manage influences and maintain a balanced perspective on health and weight, body shape and size - the impact of diet on health, and how to make confident, informed and independent decisions about diet and nutrition, including with the support of a medical professional when required - to recognise influences on food and drink choices, including alcohol, barriers to healthy eating, and strategies for managing these - the benefits of making healthier food choices over the life course; the risks associated with unhealthy weight gain, including type 2 diabetes, cardiovascular disease and cancer

RESPECT

KINDNESS

RESILIENCE

ASPIRATION

LEADERSHIP

Keeping Well, Health Services and First Aid

Years 7, 8 and 9

Years 10 and 11 (some content also taught in Year 9)

Students will have the opportunity to learn

- the importance of oral hygiene (including teeth brushing, food and drink choices, regular check-ups); the difference between dentistry for health and wellbeing and for purely cosmetic purposes
- hygiene routines, treatment and prevention of infections; the purpose of vaccinations offered during adolescence such as HPV; the benefits of immunisation for individuals and society
- how to take increased responsibility for all aspects of health, including maintaining personal hygiene and preventing sun damage
- where to find reliable health information; the different health services available (pharmacists, GPs, A&E, sexual health clinics); how, when and why to access them
- how to respond to common injuries or minor ailments, including basic first aid
- how to respond in a range of emergency situations; to report rather than film incidents
- life-saving skills, such as cardio-pulmonary resuscitation (CPR)
- the purpose of defibrillators, how to locate and use them, and that anyone can do so

- how and why to maintain and monitor health independently; about the prevalence, symptoms and treatments of serious health conditions and the importance of regular self-examination and cancer screening
- to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings, fillers and the use of sunbeds
- how to help prevent and reduce the spread of bacteria and viruses; how to treat infection including responsible use of antibiotics and the risks presented by antimicrobial resistance
- about vaccinations available to adults, including the flu vaccine and travel vaccinations
- about Gillick competence and medical consent; strategies to become a confident user of the healthcare system (NHS, dentists, pharmacist, sexual health clinics, specialist services); to overcome potential concerns or barriers to seeking help
- the purpose of blood, organ and stem cell donation for individuals and society
- how to respond more confidently in emergencies by revisiting and embedding first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators

RESPECT

KINDNESS

RESILIENCE

ASPIRATION

LEADERSHIP

Drug Education

Years 7, 8 and 9

Years 10 and 11 (some content also taught in Year 9)

Students will have the opportunity to learn

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| <ul style="list-style-type: none">• the importance of taking prescription and over-the-counter medicines correctly• about legal and illegal substances, including the short and long-term health risks associated with their use; that substances can be adulterated or counterfeit• the law relating to the supply, possession, use and misuse of legal and illegal substances• to evaluate influences, attitudes, social norms and cultural values about alcohol, including the harms and law related to alcohol sale and consumption• about the physical harms caused by smoking tobacco (e.g. lung cancer and cardiovascular disease); the physical and mental health benefits of quitting, and strategies to do so, including nicotine substitutes and the role of vaping• strategies to manage pressure to vape; the risks associated with non-smokers using vapes, including the risks of illicit vapes containing drugs• strategies to manage a range of influences, including peer influence, on drug use; about problematic and harmful drug use, including sources of help and support | <ul style="list-style-type: none">• the risks associated with the misuse of prescribed and over-the-counter medicines and how to recognise signs that something is wrong• the consequences of illegal substance use and misuse for the mental and physical health and wellbeing of individuals, their family and wider society• about wider and long-term implications of criminal drug convictions, e.g. for career, travel and future opportunities• the law and risks related to buying or selling substances online• the physical and psychological consequences of problem-use of alcohol; the impact of alcohol and other drugs on decision making risk-taking behaviour and sexual activity• strategies to manage personal safety in situations involving alcohol or illegal drugs, including reducing consumption (and what constitutes low risk consumption in adulthood), minimising risks of drink spiking or methanol poisoning, and how to support peers• to identify and access help for problematic and harmful substance use, including alcohol dependency; how to access cessation services for smoking and vaping |
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RESPECT

KINDNESS

RESILIENCE

ASPIRATION

LEADERSHIP

Personal Safety, Risk and Influence

Years 7, 8 and 9

Years 10 and 11 (some content also taught in Year 9)

Students will have the opportunity to learn

- how to take care of personal belongings and use mobile phones safely when out and about
- skills to predict, assess and manage risk in the context of increasing independence, e.g. around roads, railways, level crossings and water (including the water safety code); how to manage personal safety in public spaces and when socialising with friends, family, the wider community or people they don't know
- how risk-taking behaviour is influenced by peers, including through social media, and the need for peer approval; strategies to manage peer influence in offline and online contexts
- the risks associated with gambling, and that chance-based transactions in gaming can carry similar risks; strategies for managing peer and other influences relating to gambling
- the impact of risk-taking behaviour, such as gambling, alcohol and drug use on mental health and wellbeing
- skills to de-escalate arguments and reduce conflict in communication with others; recognising when and how to use strategies to exit situations that have become dangerous
- how to recognise signs that they or others may be being drawn into criminal behaviour (e.g. county lines drug running, money laundering, cybercrime); how to access appropriate support
- motivations for, misconceptions about, and social, legal and physical consequences of carrying knives or other weapons; strategies for managing pressure and influence to carry a weapon
- which trusted adults can support them with worries about knife crime or violence, and the likely outcomes of reporting concerns

- ways to identify risk and manage personal safety in new environments, social settings and workplaces, e.g. taking trips, going to festivals, or travelling abroad without an adult
- personal safety strategies when online, out with friends, meeting new people or dating, including identifying potentially dangerous situations and trusting instincts if something doesn't feel right
- to evaluate ways in which their behaviours may influence their peers both positively and negatively; the role peers can play in supporting one another to resist pressure, to challenge harmful social norms, and to minimise risk or harm, especially on social media
- to recognise situations involving adverse influence, grooming or exploitation (e.g. gang culture) and how to safely access appropriate help if involved in criminal behaviour
- the law relating to weapons and violence, including purchasing or supplying weapons online; the concept of joint enterprise
- strategies to respond safely to conflict or violence amongst peers or in social settings, including how to safely exit violent situations
- how to evaluate different sources of advice and support in relation to violence, gangs and other criminal behaviour, and when to encourage others to seek help, or report concerns on their behalf

RESPECT

KINDNESS

RESILIENCE

ASPIRATION

LEADERSHIP

Economic Wellbeing

Years 7, 8 and 9

Years 10 and 11 (some content also taught in Year 9)

Students will have the opportunity to learn

- about different values and attitudes relating to finance, including debt; that families and individuals need to actively manage their finances
- how to manage emotions in relation to money
- how to assess and manage risk in relation to financial decisions that young people might make
- how to manage influences on spending, including advertising, peers, climate and ethical business practices; what makes something 'good value for money' and how this can be different for different people

- how personal values and attitudes can affect financial decisions
- about social and moral dilemmas relating to spending
- to recognise and manage a range of influences on their financial decisions
- the skills to evaluate the reliability of sources of financial advice for young people
- how to budget effectively for different circumstances; the benefits of saving
- the opportunities, risks and challenges involved in different financial decisions, including investments, pensions, contracts, loans and insurance
- factors to consider before taking on debt and ways of managing debt

RESPECT

KINDNESS

RESILIENCE

ASPIRATION

LEADERSHIP

Aspirations, Learning and Work				
Years 7, 8 and 9		Years 10 and 11 (some content also taught in Year 9)		
Students will have the opportunity to learn				
- that everyone has a different pathway through life, education and work; that all jobs and careers have different challenges and rewards; routes into work, training and other vocational and academic opportunities - to review their values and personal qualities, and develop their strengths, interests and skills; how these might impact their future education and career choices - to identify their own early career aspirations, and how to manage feelings about future employment, including anxiety, worry or uncertainty - how to set realistic yet ambitious targets and goals; the benefits of setting ambitious goals and being open to opportunities in all aspects of life - to identify transferable skills and qualities that will benefit someone throughout their education and career; how to develop study, organisational, research, digital, and presentation skills, flexibility, creativity and initiative - about different work roles, career pathways, employment sectors, types and patterns of work, including employment, self-employment, entrepreneurialism and voluntary work; the factors that might influence a person’s type of employment - factors, including employment rights, and fair recruitment and working practices, that can contribute to a positive work environment 8. the options available to them at key stage 4, sources of information, advice and support, and the skills		- how to evaluate and further develop their study and employability skills (including presentation, public speaking and leadership skills), respond to feedback, assess their personal strengths and areas for development, and use this to inform goal setting - how strengths, interests, skills, qualities and aspirations can change and develop; how this might relate to future career choices and employability, acknowledging that they may go on to have work roles that do not yet exist, due to societal, environmental and technological changes - the range of opportunities available to them for career progression, including in education, training and employment - how careers can impact, and be impacted by, the natural environment, community and society, politics and the economy - the nature of the labour market, including the impact of AI and other influences; local, national and international employment opportunities - different employment sectors and types, and changing patterns of employment, including hybrid or home working, zero hours contracts and the gig economy - how a range of factors might influence career decisions (e.g. contract types, salary, risks and rewards, working patterns, the labour market, personal circumstances, qualifications, values, interests and strengths) - how to research the labour market, job opportunities, workplaces, role requirements and recruitment processes; how to align their values with possible career choices - how to communicate their personal strengths and maximise their chances when applying for education or employment opportunities; the importance of recording achievements and experiences; how to write a CV and develop interview skills - how to challenge stereotypes about particular career pathways, evaluate different role models, maintain high aspirations for their future, set realistic yet ambitious goals, and embrace new opportunities - about the information, advice and guidance available to them on next steps and careers; how to access appropriate support, be proactive and flexible and make the most of opportunities - the benefits and challenges of cultivating career opportunities online; safe and positive ways to create and share content - strategies to manage their online presence and how to evaluate its impact, including both reputational risks and career opportunities		
RESPECT	KINDNESS	RESILIENCE	ASPIRATION	LEADERSHIP

to manage this decision-making process 9. how external influences, including stereotypes and family or cultural expectations, can affect key stage 4 option choices; how to manage emotions and pressures relating to options, including how to challenge influences that may limit aspirations

- how to research, secure and take full advantage of any opportunities for work experience that are available; how to draw on their work experience, and the skills developed, to support future applications
- about preparing for work experience, including professional and respectful communication in the workplace, personal safety considerations, confidentiality (when it should be kept and when it might need to be broken) and how to seek help if concerns arise during work placements

Citizenship	
Years 7, 8 and 9	Years 10 and 11 (some content also taught in Year 9)
Students will have the opportunity to learn about	
- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch - the operation of Parliament, including voting and elections, and the role of political parties - the precious liberties enjoyed by the citizens of the United Kingdom - the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals - the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities - the functions and uses of money, the importance and practice of budgeting, and managing risk.	- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press - the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond - other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom - local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world - human rights and international law - the legal system in the UK, different sources of law and how the law helps society deal with complex problems - diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding - the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity - income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

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